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ABSTRACT

This content analysis schedule for a Demonstration Bilingual Project of Stockton, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are the objectives of the Social Studies and Science product/process. The schedule has been verified by the project. (SK)

ERIC

Project # 282
Stockton, Calif.
Verified by Project.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 080026

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	4/70 – 11/70		
Pre-audit		10/6/70	
Interim audit			
Final audit	5/7/70		

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Product and Process objectives are attached p. 21 – 58
For K-4th grade:
Social Studies and
Science

FL 004 526

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

modeling innovative programs unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 282

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant ALAN G. EHRLICH Date NOV. 1971

0.2 Name of Project A DEMONSTRATION BILINGUAL PROJECT

0.3 Address of Project 701 NORTH MADISON ST.

0.4 STOCKTON, CALIFORNIA

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97) - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1966

2.3 Prior bilingual program involved: 2.3 1+2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1
(1)-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1+2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)

0.2 Name of Project A DEMONSTRATION BILINGUAL PROJECT

0.3 Address of Project 701 NORTH MADISON ST.

0.4 STOCKTON, CALIFORNIA

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1968

2.3 Prior bilingual program involved: 2.3 1+2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1
(1)-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1+2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,2,+4
(1)-local (4)-federal (specify) TITLE I OTHER ?
(2)-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only) 2.8 #139,060.

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 $336,000.

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: _____ 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 600
B. Second year B 932 approx. *
C. Third year C _____

* no total # of students given on line.
∴ total of E Dom + NE Dom from chart was obtained.

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	?
K-Kndgtn	7
PSK 210 TOTAL NO. students PS and K	
1-grade 1	7
2-grade 2	8
3-grade 3	8
4-grade 4	4
5-grade 5	
6-grade 6	
A 722 (INF) TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.4 1

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT N = 439	II_1 E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT

I Total Non-English Dominant: 439

II Total English Dominant: 493

* total = 932

5.0

		No.	%
NE dom N-EMT	I	439	46%
E dom NEMT	II_1	---	---
E-Dom EMT	II_2	---	---
Total E-Dom II = II_1 + II_2		493	54%

KEY: Non-English Dominant | English Dominant

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	?
K-Kndgtn	7
PSK 210 TOTAL NO. students PS and K	
1-grade 1	7
2-grade 2	8
3-grade 3	8
4-grade 4	4
5-grade 5	
6-grade 6	
A 722 (INF) TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT N = 439	II_1 E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT

I Total Non-English Dominant: 439

II Total English Dominant: 493

*total = 932

5.0		No.	%
NE dom N-EMT	I	439	46%
E dom NEMT	II_1	---	---
E-Dom EMT	II_2	---	---
Total E-Dom II= II_1 + II_2		493	54%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian	A		%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	439	46 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EIT target students		439	46 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ANGLO-AMERICAN + OTHER	E1	83	9 %	✓ (P-p.8)
E2 BLACK-AMERICAN	E2	410	45 %	✓ (P-p.8)
II TOTAL number of EIT students other than target population		493	54 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 no mention -

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 493	English	54%	✓			✓				
A	American Indian									

B1 Mexican-American	B1 439	46 %	✓
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EIT target students	439	46 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ANGLO-AMERICAN + OTHER	E1 83	9 %	✓ (P-p.8)
E2 BLACK-AMERICAN	E2 410	45 %	✓ (P-p.8)
II TOTAL number of EIT students other than target population	493	54 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 no mention -

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant Language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	493	English	54%	✓	....	....	✓	....	....	....	....
A	.....	American Indian	...	...	....	....	...	....	....	....	....
A1	.....	Navajo	...	...	....	....	...	....	....	....	....
A2	.....	Cherokee	...	...	....	....	...	....	....	....	....
A3	.....	Keresan	...	...	....	....	...	....	....	....	....
A4	.....	Other (spec.)	...	...	....	....	...	....	....	....	....
B	439	Spanish	46%	✓	....	....	✓	....	....	....	....
C	.....	Portuguese	...	...	....	....	...	....	....	....	....
D	.....	French	...	...	....	....	...	....	....	....	....
F	.....	Chinese	...	...	....	....	...	....	....	....	....
G	.....	Eskimo	...	...	....	....	...	....	....	....	....
H	.....	Russian	...	...	....	....	...	....	....	....	....
J	.....	Other (spec.)	...	...	....	....	...	....	....	....	....

5.6 Recruitment of Students: 5.6 0
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 52% Approx
n.s- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 143
0 - not specified
(1) - inner city-ghetto
2 - major city
(3) - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 80%
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 80%
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 n.s.
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 0

	I for N-EMT group	II for EMT group
(1) was made		
2 will be made		✓
0 not mentioned	✓	

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 0

	I N-EMT	II EMT
(1) parents	✓	
(2) children	✓	
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓ always
B ✓ sometimes
C ✓ sometimes

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								

5.8 Community Characteristics (mark ally that apply) 5.8 143

0 - not specified
(1) - inner city-ghetto
2 - major city
(3) - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 80%
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 80%
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 n.s.
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 0

	I for N-EMT group	II for EMT group
(1) was made		
2 will be made		
0 not mentioned	✓	✓

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 0

	I N-EMT	II EMT
(1) parents	✓	
(2) children	✓	
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓ always
B ✓ sometimes
C ✓ sometimes

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I NS II NS

	I N-EMT	II EMT
1-inferred by use of surname	___	___
2-established by formal testing of students	___	___
3-assessed by informal means (specify how)	___	___
4-not mentioned	✓	✓

All children included, regardless of language dominance

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 1

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

(1)-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1

(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1

(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1

(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NA

1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 program changes

0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

__ Language dominance not specified
__ Mother tongue not specified
__ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

I N E Dom.	A-Monolingual	B-Bilingual
NEMT	N= 20	N= 11

7.1 I A N= 20 65%
I B 11 35%

which serves as a single system of communication for a group of people).
(1)-yes
0-no

Attitudes toward maintenance or shift: ___

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1
(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 1
(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 1
(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 NA
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 program changes
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

__ Language dominance not specified
__ Mother tongue not specified
__ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	N= 20	N= 11
II E Dom EMT	N=	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: 20
B Total Number Bilingual: 11

Total Number of Teachers
N 31

7.1

		No.	%
I	A	20	65%
I	B	11	35%
II	A	___	___
II	B	___	___
II$_1$	A	___	___
II$_1$	B	___	___
	A	20	65%
	B	11	35%
	N	31	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

✓ Language dominance not specified
✓ Mother tongue not specified
____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	N 0	N 12
II E Dom EMT	N	N
II 1 E Dom N-EMT	N	N

A Total Number Monolingual: 0

B Total Number Bilingual: 12

N Total Number of aides or paraprofessionals: 12

7.2	No.	%
I A		
I B	12	100
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
A		
B	12	100
N	12	

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 1a
(Mark all that apply)

1-Bilingual aides instruct in only one language
(1a)-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s) No. %

II E Dom EMT	N 0	N 12	II A	—	—
			II B	—	—
	N	N	II A	—	—
II E Dom 1 N-EMT			II B 1	—	—
	N	N	A	—	—
			B	12	100
			N	12	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	12	12

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 1a
(Mark all that apply)

1-Bilingual aides instruct in only one language
(1a)-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Bilingual	20		All Chicanas			M.A.	Dr. X. Mena		
Mono II									

0-not specified

(NAME: VALENZUELA)

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. — % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. %
A 20 65
B 17 100
(INF. C p. 11)

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 17 31 no's

n.s.-qualifications not spcified
0-previous courses not specified
1.____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3.____previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4.____previous teaching in local area
5.____courses in N-EMT language structure and usage
6.____courses in N-E literature
7.____content (e.g. Social Studies) courses learned through N-EMT
8.____any previous education through N-EMT
9.____courses in teaching ESL
10.____courses in methods of teaching N-EMT language
11.____courses in methods of teaching content (e.g. math)in N-EMT
12.____certification in ESL
13.____certification in teaching N-EMT
14.____cross cultural courses
15.____courses in the cultural heritage, values, deep culture of N-EMT
16.____other qualifications, specify
(17) All were credentialed regular teachers in the state of Calif.

8.0 STAFF DEVELOPMENT

8.1 A 3,5,6 INF. C-p.69
B 3,5,6 INF

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
(3)-X as their second language	✓	✓
4-The teaching of X as a second language		
(5)-Methods of teaching other academic subjects	✓	✓
(6)-Methods of teaching other academic subjects in X language	✓	✓

IN METHODS OF TEACHING PROJECT MATERIALS.

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 17 31 no's

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, specify
(17) All were credentialed regular teachers in the state of Calif.

8.0 STAFF DEVELOPMENT 8.1 A 3,5,6 INF. C-p.69
B 3,5,6 INF

0-No staff training mentioned

8.1 The project is offering training for teachers and/or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
(3)-X as their second language	✓	✓
4-The teaching of X as a second language		
(5)-Methods of teaching other academic subjects	✓	✓
(6)-Methods of teaching other academic subjects in X language	✓	✓

IN METHODS OF TEACHING PROJECT MATERIALS.

8.2 Stated goals of teacher training are: 8.2 I 1,(2),8,9,10 II 1,(2),8,9,10

	Students I N-EMT	Students II EMT	
(1)-Understanding of socio-cultural values and practices of	✓	✓	INF C-p.69
2-Cross-cultural training			
3-Sensitivity to ethnocentricism and linguistic snobbery			
4-Awareness of the social-emotional development of			
5-Strategies for accomodating the different learning styles of			
(6)-Strategies for cognitive development of	✓	✓	
(7)-Strategies for reinforcing the self-esteem of	✓	✓	INF } C-p.69
(8)-Methods of cross-cultural teaching or teaching the bicultural component	✓	✓	INF } C-p.69
(9)-Formulation of pupil performance objectives	✓	✓	
(10)-Methods of evaluation of pupil performance objectives	✓	✓	

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,4,6

1-courses
2-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
(4)-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
(6)-interaction analysis (e.g. Flanders system) - P.-p.8
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: (1-yes) 0- not mentioned 8.4 1

8.5 Project provides for parsprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) attendance at workshops conducted by university professors.

8.6 Paraprofessional's role: 8.6 1,5,6

(1)-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
(5)-contributing to bicultural component
how ? IS MORE CLOSELY INVOLVED IN DEVELOPING THE CULTURAL ASPECT OF PROGRAM.
(6)-liaison with parents - INF.

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2,4 B 1,2,4

	A for teachers	B for aides
0-not specified		
(1)-University faculty	✓	✓
(2)-project's Master Teachers	✓	✓
3-project's teachers		
(4)-other (specify)	✓	✓ (CONSULTANTS)

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 no. 1 % 75% 2 25% 3 n.s.

1-bilingual
2-bicultural
3-N-ENT (specify background)
4. n.s. - not specified.

8.9 Training is provided: 8.9 1 4 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
(3)-less than one course
4-other (specify) 10-DAY Summer Workshop

B (indicate no. of hours)
5 1 weekly INF
6 ____ monthly
7 ____ bi-monthly

B 5 1 INF. C-p.7
6 ____
7 ____

8.11 Number and Proportion of teachers attending training: 8.11 no. 25 % 75

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
6-most
7-many
8-few
9-other (specify)____

ars for joint lesson planning. (1-yes) 0-not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) Attendance at Workshops conducted by university professors.

8.6 Paraprofessional's role: — 8.6 1,5,6

(1)-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
(5)-contributing to bicultural component
how ? IS MORE CLOSELY INVOLVED IN DEVELOPING THE CULTURAL ASPECT OF PROGRAM.
(6)-liaison with parents - INF.

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2,4 B 1,2,4

	A for teachers	B for aides
0-not specified		
(1)-University faculty	✓	✓
(2)-project's Master Teachers	✓	✓
3-project's teachers		
(4)-other (specify)	✓	✓ (CONSULTANTS)

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8 no. 1 % 75%; 2 25%; 3 n.s.
1-bilingual
2-bicultural
3-N-EMT (specify background)
4. n.s. - not specified.

8.9 Training is provided: — 8.9 1 4 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 3 B 5 1 INF. C-p.1

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 1 weekly INF
2-more than one course	6 _____ monthly
(3)-less than one course	7 _____ bi-monthly
4-other (specify) 10-DAY SUMMER WORKSHOP	

6 ____
7 ____

8.11 Number and Proportion of teachers attending training: — 8.11 no. 25 % 75

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 0
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1, 3

10.2 1, 4, 3

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1)-individually
(2)-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
7-old r student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		2	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

1/3 of day only allowed.

11.1 I 1
II 2
II_1 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10

11.2 5

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

10.3 Average number of pupils per class: 10.3 30
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5

(1) individually by: (3) teacher
(2) in small groups 4-special remedial teacher
0-not specified (5) paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

	I	II	II_1
N-EMT language will be maintained in program: (mark all that apply)	NE DOM NEMT	E DOM EMT	E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		2	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

1/3 of day only allowed.

11.1 I 1
II 2
II_1 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5

0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14 1,2,3,4
code: C= N.A. (if no EMT) II 14 1,2,3,4
II_1 14 1,2,3,4

for each group	N.A.	13= Pre-K	(14= K) 1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM														
II E DOM														
II_1 E DOM/NEMT														

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	✓	✓	---	---	---	---
II E-DOM - EMT	---	---	✓	✓	---	---	---	---
II$_1$ E-DOM/NEMT	---	---	✓	✓	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 1-6
I$_2$ 1-6
II 1-6

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 7
II 7

code:	00 if no EMT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	✓	---	---	---	---	---
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	---	✓	---	---	---	---	---

(IN PROJECT)

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 7

O=not specified/Grade 1 2 3 4 5 6 (7) 8 9 10 11 12 (IN PROJECT.)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is 33 1/3 %

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK				K 30%
1				1 30%
2				2 30%
3				3 30%
4				4 30%
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: 33%

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				K 30%
1				1 30%
2				2 30%
3				3 30%
4				4 30%

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 7 / II 7

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	--	--	--	--	--	--	--	--	7	--	--	--	--	--
II_2 N-EMT/E Dom	--	--	--	--	--	--	--	--	7	--	--	--	--	--

(IN PROJECT)

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 7

0=not specified/Grade 1 2 3 4 5 6 (7) 8 9 10 11 12 (IN PROJECT.)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: 33 1/2 %

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK				K 30%
1				1 30%
2				2 30%
3				3 30%
4				4 30%
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: 33%

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				K 30%
1				1 30%
2				2 30%
3				3 30%
4				4 30%
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

0-no English Mother tongue students

2 - 2 way : Eng. mother tongue students learn Spanish

11.13 2 way

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is: 50%

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				K 50%
1				1 50%
2				2 50%
3				3 50%
4				4 50%
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1 *

0-not specified

(1) languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)

* Teacher uses only one language per lesson - children must also use the language exclusively - No Mixing Aide - same.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1 2b

✓ 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				K 50%
1				1 50%
2				2 60%
3				3 60%
4				4 50%
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 1 *

0-not specified
(1) languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

* Teacher uses only one language per lesson - children must also use the language exclusively - No Mixing Aide - same.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1 2b

✓ 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

See Xerox 11a

pg 11a

12.0 II. PLANS FOR THE SECOND YEAR OF TITLE VII OPERATION (CONTINUATION GRANT)

Strong emphasis will again be placed in oral language development through the utilization of the subject matter areas of science, social studies, self-concept building exercises, and reading for cognitive skills development through the equal use of both languages (English and Spanish). The language developed in each lesson both structure patterns and vocabulary, is determined by the content of the lesson and represents the language and language patterns essential for explaining and communicating learning experience. Sequenced and structured drills will lead to student towards language independence and language prestige.

The teaching strategies again will stress continuous practice in listening and responding to good language models by the teacher for the development of skill at the receptive level of language usage; and emphasis will be placed on practice in the spoken language for the development of skill at the expressive level of usage.

Expansion will be limited to vertical expansion going to the 4th grade at Washington School and to the 3rd grade at Taylor School, however, all ethnic group children will be involved in the total program. Activities which will bring out the cultural aspects of the language will be extended in history, culture, and the traditions of peoples.

A coordinated program effort will be made in the reading components and shared by the District, Title I, and Title VII

programs. Title I will teach all reading in English to children in the program at Taylor School and Title VII will assume the responsibility of a reading readiness program in Spanish for Kindergarten and the teaching of reading in Spanish to first, second, and third graders.

The District Reading Program will teach reading in English to the children at Washington and Title VII will teach them reading readiness and reading in Spanish in Kindergarten, first, second, third, and fourth grades.

Following are the various components:

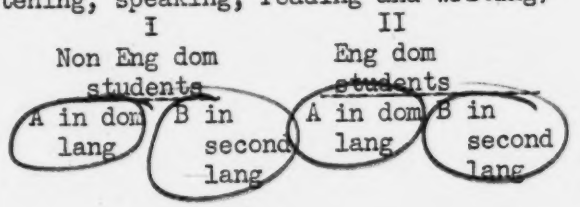
2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)



0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

	I A	I B	II A	II B
13.1 Second language listening-speaking skills are learned:				
1-concurrently with dominant language listening-speaking skills		✓		✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—
4-before any specified level of listening-speaking competence achieved in dominant language		—		—
13.2 ALM sequence followed:				
1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—
13.3 Listening-speaking proficiency determined by:				
1-measure of listening-speaking proficiency	✓	✓	✓	✓

13.1 IB 1
IIB 1

13.2 IA 1
IB 1
IIA 1
IIB 1
} INF.

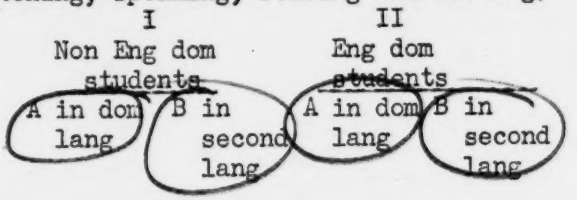
13.3 IA 1+2
IB 1+2
IIA 1+2
IIB 1+2

examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)



0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

	I	II
(1)-concurrently with dominant language listening-speaking skills	✓	✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—	—
3-a specified period of time after listening-speaking skills in dominant language taught	—	—
4-before any specified level of listening-speaking competence achieved in dominant language	—	—

13.1 IB 1
IIB 1

13.2 ALM sequence followed:

	IA	IB	IIA	IIB
(1)-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.2 IA 1
IB 1
IIA 1
IIB 1
} INF.

13.3 Listening-speaking proficiency determined by:

	IA	IB	IIA	IIB
(1)-measure of listening-speaking proficiency	✓	✓	✓	✓
(2)-informal assessment by teacher	✓	✓	✓	✓

13.3 IA 1+2
IB 1+2
IIA 1+2
IIB 1+2

13.4 Second language reading skills are learned:

	I	II
(1)-concurrently with learning to read in dominant language	✓	✓
2-after a specified level of dominant language reading competence achievement	—	—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	—	—
4-before learning to read in dominant language	—	—

13.4 IB 1
IIB 1

13.0 PRODUCT Pg 12a

COMPONENT NAME Reading B. DOMINANT LANGUAGE Spanish

GRADE LEVEL 1, 2, 3, 4 D. NO. OF PARTICIPANTS 200

PROGRAM OBJECTIVES: The program objectives will be to provide a frame work upon which reading skills are developed. Since the Spanish language is the second language to Latin as to clarity of structure and enunciation, reading abilities in this language will provide all students linguistic skills improvement, a knowledge of the structure of language, some notion of semantics, and a clearer understanding of the nature and phenomenon of language. In addition, learning to read in Spanish will develop the disciplinary values or habits of: sustained effort, sustained attention (memory is improved by this), and develops the faculty of logical reasoning, i.e., Concepts may be reinforced by the use of two vehicles of reasoning. The reading program will be the same for grade 1, 2, 3, and 4, however, higher achievement and broader coverage will be expected of the upper grade children

PERFORMANCE OBJECTIVES: (All Levels)

1. After walks or field trips where certain concepts are to be observed, the student will be able to participate in the construction of an experience chart on the observations which he made by responding to the teacher as she writes down the data. Minimal success will be recorded by a check-list as to number of responses.

2. Given some of the items seen on the walks or field trips and after using them on an experience chart, the student will be able to name them in Spanish.

3. After lessons on the Spanish alphabet, the student will be able to identify the sounds and the symbols for them. Minimal acceptable success will be the identifying of 60% of the sounds and letters provided by the teacher as to level of reading ability of her student.

4. Given several simple words, the student will be able to "read" the first initial consonant and do it correctly 60% of the time. This objective to hold for not only initial sounds but also for the median and final ones.

5. Given the vowels sounds and consonant sounds, the student will be able to list them in two different columns. Minimal success will be achieved when 60% of them are placed in their proper column.

6. After a lesson on syllabication, the student will be able to count the number of syllables in a word of one, two, or three syllables. Minimal performance should be to count correctly 3 out of 4 words given.

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	—	—	—	—
(1)	✓	✓	✓	✓
2	—	—	—	—
3	—	—	—	—
13.6 Reading readiness is determined by: 1-test of reading readiness				
(2)-informal teacher assessment	✓	✓	✓	✓
13.7 Grade level reading is expected: 1-in first grade	—	—	—	—
2-in second grade	—	—	—	—
3-in third grade	—	—	—	—
4-in fourth grade	—	—	—	—
5-in fifth grade	—	—	—	—
6-in sixth grade	—	—	—	—
7-other (specify)	—	—	—	—

13.5 IA 1
IB 1
IIA 1
IIB 1

13.6 IA 2
IB 2
IIA 2
IIB 2

13.7 IA 0
IB 0
IIA 0
IIB 0

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 0
IIB 0

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 3
II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	—	—
(3)-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development.	✓	✓

2					
3					

13.6 Reading readiness is determined by:

1-test of reading readiness					13.6 IA 2
(2)-informal teacher assessment	✓	✓	✓	✓	IB 2
					IIA 2
					IIB 2

13.7 Grade level reading is expected:

1-in first grade					13.7 IA 0
2-in second grade					IB 0
3-in third grade					IIA 0
4-in fourth grade					IIB 0
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 0 IIB 0

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3 II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	—	—
(3)-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development.	✓	✓
4-Academic conten taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	—	—
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	✓	✓	✓	✓
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1, IB 1, IIA 1, IIB 1 } INF. P.p.9

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) OTT FROM SWEDL	16.1 IA ✓ IB ✓		IIA ✓	IIB ✓
2-Basal readers	✓	✓	✓	✓
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

1,2+4

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA 0 IIA 0

(EXPERIENCE CHARTS USED THROUGH GRADE 4.)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	✓ 1	✓
2-dialog memorization	✓	✓
3-choral repetition	✓ 3	✓
4-songs	✓ 4	✓
5-programmed instruction	✓	✓
6-stories read to children	✓ 6	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓ 7	✓
8-flannel or magnetic boards	✓ 8	✓
9-realia, graphic displays	✓ 9	✓
10-records, tapes	✓ 10	✓
11-listening centers	✓ 11	✓
12-multi-media approach	—	—
Experiential:	✓ 12	✓

aiming toward child's eventual control of the standard form. ✓ ✓ ✓ ✓

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) OTT FROM SWEDL

16.1 IA ✓ IB ✓ IIA ✓ IIB ✓ 1,2+4

2-Basal readers ✓ ✓ ✓ ✓

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) ✓ ✓ ✓ ✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA 0 IIA 0

(EXPERIENCE CHARTS USED THROUGH GRADE 4.)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	✓ 1	✓
2-dialog memorization		
3-choral repetition	✓ 3	✓
4-songs	✓ 4	✓
5-programmed instruction		
6-stories read to children	✓ 6	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓ 7	✓
8-flannel or magnetic boards	✓ 8	✓
9-realia, graphic displays	✓ 9	✓
10-records, tapes	✓ 10	✓
11-listening centers	✓ 11	✓
12-multi-media approach	—	—
Experiential:		
13-role playing	✓ 13	✓
14-puppetry		
15-experience charts	✓ 15	✓
16-primary typewriter		
17-learning through direct experience with materials e.g. Montessori	✓ 17	✓
18-activity centers-chosen by child		
19-other (specify) games	✓ 23	✓
Learning outside the classroom:		
20-field trips	✓ 20	✓
21-suggested TV programs		
22-other (specify) BOOKS FOR PARENTS TO TAKE HOME AND READ TO THEIR CHILDREN.	✓ (6)	✓

16.4 The sources of Non-English materials and textbooks are: 16.4 1,3,4,5,9,11.
(mark all that apply)
0-not specified
✓1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
✓3-developed by the project's own bilingual staff SWEDL materials
✓4-developed by the staff of another bilingual project (specify which) OTT (SAN ANTONIO)
✓5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture 15a
(specify how this is determined) see XEROX 17a
8-are cross cultural
✓9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
✓11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 2
0-not specified
1-xerox attached-page and document C-p.66,67,68
2-OTT; SOUTHWEST EDUCATION DEV. LAB. SCIENCE MATERIALS; & TITLE I DIAG.-PRES. INSTRUMENTS FOR READING.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1 INA
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 B
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

17.3 Criteria for grouping: 17.3 0

	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
0-not specified			
1-by age	___	___	___
2-by native language	___	___	___
3-by dominant language	___	___	___
4-by language proficiency (ex. level of reading skill)	___	___	___
n.a. not applicable (no E.dom/NEMT)	___	___	___

only to do model-response method-all class or smaller group

18.0 TUTORING

7-are culturally appropriate for N-E culture (specify how this is determined) See XEROX 17a
8-are cross cultural
✓9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
✓11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 2
0-not specified
1-xerox attached-page and document C-p.66,67,68
2.-OTT; SOUTHWEST EDUCATION DEV. LAB. SCIENCE MATERIALS; & TITLE I DIAG.-PRES. INSTRUMENTS FOR READING.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1 INA
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 B
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping: 17.3 0

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	___	___	___
2-by native language	___	___	___
3-by dominant language	___	___	___
4-by language proficiency (ex. level of reading skill)	___	___	___
n.a. not applicable (no E.dom/NEMT)	___	___	___

only to do model-response method- all class or smaller group

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
✓4-in other academic subjects (TEACH SPANISH PORTION OF PROGRAM WHERE TEACHER IS MONOLINGUAL.)

Pg 15a

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

16.5

Language - Spanish

A. A curriculum committee will meet periodically and identify and review existing materials with language consultants.

B. SWEDL will provide presently revised materials with language development drills built into subject matter lessons.

C. Selection of adaptable materials will be made by the curriculum committee and project consultants. i.e., This year's Kindergarten teachers revision of program for 1970-71.

D. Determination of needs for materials not yet in existence will be made from the evaluation data collected and from recommendations of consultants and project personnel.

E. Adaptable materials will be developed for use specifically in the Stockton area and in the two existing bilingual schools.

F. New materials will be developed when the need arises and a need is found through interpretive test data. Materials may also be developed for individual children who may need extra help in this area. Audio tapes supplementing the lessons for slower learners are being developed.

Language - English

Identical Procedure

Culture and Heritage

A. There will be a constant review and validation of existing materials in this area since it is one of the strongest areas of approval in the community. The director is on a state of California text book evaluation and bibliography committee. All available and recommended language development and Bilingual text books, materials and media are being examined and bibliography lists kept up to date for use in these programs.

B. Revised materials in science, based on the Triple A Science, A Process Approach, will be received from the Southwest Education Development Laboratory in Austin, Texas.

C. Selection of adaptable materials will be done by a bilingual school's curriculum committee consisting of one teacher, from each grade level from each school; both school principals; the project supervising teacher; the director; reading and math specialists; and 5 parents, one representing each grade level of the program.

18.3 Parent tutoring: (mark all that apply) 18.3 no

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,8,9,10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
✓4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
✓8-a curriculum which is both child and subject-centered
✓9-others (specify) THE OTT ORAL LANG. DEVELOPMENT ARROGRAM.
✓10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

FIELD TRIPS

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,3,4,5
0-method not mentioned
✓1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
✓3-labeling and discussion of concepts related to time, space, distance, position
✓4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
✓5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

See attached product / process objectives

6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,8,9,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
✓ 4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
✓ 8-a curriculum which is both child and subject-centered
✓ 9-others (specify) THE OTT ORAL LANG. DEVELOPMENT PROGRAM.
✓ 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

FIELD TRIPS

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,3,4,5

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✓ 1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
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✓ 3-labeling and discussion of concepts related to time, space, distance, position
✓ 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
✓ 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

See attached product / process objectives p. 21-58

20.2 Cognitive development in later grades (grade 4 and above) 20.2 1-C-p.56-63

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 1,3,4,6,7 INC.

21.0 SELF-ESTEEM

Stated methods of project compenent expected to increase self-esteem:

no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

✓1-through role-playing

2-puppetry

✓3-language-experience approach: students dictate stories from their own experience

✓4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

✓6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

✓7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page # (TAPED RECORDINGS OF PLAY ACTIVITIES) (C-p.11)

see Xerox p17a

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 1-P-p.9410

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

see attached product / process objectives p.21-58

23.0 BICULTURAL COMPONENT

23.1 3,5,6

23.1 This program is:

their own experience

✓4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

✓6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

✓7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page # see Xerox p17a - (TAPED RECORDINGS OF PLAY ACTIVITIES) (C-p.11)

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12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

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22.0 1-p-p. 9410

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

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0-none mentioned

see attached product / process objectives p. 21-58

23.0 BICULTURAL COMPONENT

23.1 3,5,6

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

✓3-bilingual and multicultural

0-not specified as to which of the above

4-an ethnic studies program is included in the bilingual program

✓5-art, posters, realia, crafts of both cultures are exhibited in the classroom

✓6-language and cultural content are integrated

7-other (specify)

P17a

will communicate directly with the Southwest Education Development Laboratory. An effort to contract for materials, consultants, and project evaluation should be completed before the May 1st deadline of project re-submission for continuation is made, and if not, the project will continue, as it has, with only one consultant--Dr. Elizabeth Ott--from the SWEDL at Austin, Texas. Other consultants will be employed in special areas of language or project expertise on "spot" consultations only.

2. Vertical expansion will be to two fourth grades and one Kindergarten at Washington Elementary and to five third grades and six Kindergartens at Taylor Elementary.

3. An internal evaluator was hired to develop a sound project evaluation design as specified in Title VII guidelines, and to develop local testing instruments in the areas in which there are none as yet. Specific duties are outlined on the program management component.

4. Staff development will be attempted on a more in depth basis with a more thorough study of materials, more involvement of the teacher in curriculum development, and more teaching practice afforded at the workshop per teacher than there has been in the past. In-service meetings will be more practical with more attention given to individual teaching personnel problems, especially in the area of language development discussion, and use of their accomplishments and innovative creations. A copy of the program objectives will be made available to each teacher and school principal.

5. A more strenuous effort must be made to involve all of the target area community in planning, program participation and in the establishment of program goals and objectives. Parents will have access to instant feedback on their child's progress in school, teaching methods being used and any other information which they may desire. A stronger attempt for more radio, television, and press coverage will be initiated.

6. During the first year the teaching personnel were encouraged to try to relate the materials to the child's life, that is, to make them as relevant as possible to the children's environment here in Stockton. This effort will be continued on a larger and more specific scale next year. Teachers will receive instant feedback on any evalution of the students or program.

STUDENTS 21.0

The project students were the ones who seemed to benefit the most from the program. Their interest was shown by the way they responded in class, their development of "language prestige" and "language independence" which enables them to converse in both languages not only in the classroom under teacher guidance but by themselves on the playgrounds as noted by their teachers and

video taped recordings. We saw that all the students' educational experiences were enhanced by these program activities and that because of this they developed and maintained: (1) a sense of self worth, (2) mutually satisfying social relationships with all ethnic group children through the media of common experiences and common languages--English and Spanish, (3) a reinforcement of conceptual knowledge in the subject matter areas of science, social studies, self concept, and mathematics through study in both languages, (4) an insight into the different cultural patterns and folk ways of the various ethnic groups through the many cultural activities provided by the school and parents, (5) an unexpected effect of the video taping intended for teachers self-analysis resulted in a tremendous self-concept buildup for children who saw themselves on "television".

PARENTS

Parents for the most part were quite impressed by the program and offered much of their time and effort gratis for program activities such as field trips, ethnic food preparation, materials preparation, and cultural activities--pinata making, dance costumes, story telling, etc. We found unexpectedly that the parents for the most part did not demand or expect any pay for this help but said that they really enjoyed doing it and were glad to be of service to the children and the program.

It was also found late in the year that a small group of parents were somewhat dissatisfied with the schools' activities in general. However, after a thorough explanation of the special programs including the bilingual program they were more understanding and even participated in developing objectives and suggested some which will be included in this forthcoming year's activities. This was an excellent lesson for us for the future; that is, to make an effort to involve all parents in the school community--not just the ones who naturally gravitate toward the schools.

TEACHERS

Teaching personnel reactions were somewhat varied as they are in any other educational program but some definite good has come from it especially in the kindergarten program which will be modified by the seven kindergarten teachers in the program who rewrote the program to suit the needs of their students for next year.

The majority of the teachers, in the program for the first time, found it challenging and demanding of their time in preparing for the lessons in the early part of the year. As they gained in experience of the strategies they related that it was easier to teach and they were able to develop some unique creative ideas of their own.

The most unexpected reaction and help came from the twelve bilingual teaching aides who for the most part are parents of children in the school and also live in the neighborhood. Their enthusiasm and application to the tasks were most encouraging.

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned

ASSESSMENT OF PUPILS' INTERPERSONAL RELATIONSHIPS WILL BE MADE WITH A SOCIOMETRIC MEASURE, P-p.5 p.15. AND ANECDOTAL RECORDS.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,3,4,6
0-no bicultural component mentioned
C-p.52+53
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

see Social Studies Objectives attached p. 21-58

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
(1)-project children
2-adults of the project community

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned

ASSESSMENT OF PUPILS' INTERPERSONAL RELATIONSHIPS WILL BE MADE WITH A SOCIOMETRIC MEASURE, P. p. 5.15. AND ANECDOTAL RECORDS.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,3,4,6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

C-p.52453

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

see Social Studies Objectives attached p. 21-58

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,5,6,7,9

0-method not specified
no-no provision for informing community
✓1- bilingual newsletter
2- monolingual newsletter
✓3- ews sent to mass media.
4-if articles included with project, check 4
✓5-bilingual fliers sent home (ACKNOWLEDGEMENTS REQUESTED)
✓6-formal meetings
✓7-informal meetings open to entire community
8-meetings conducted in both languages
✓9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4,5,6,

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
✓3-community-school staff committees
✓4-c munity advisory groups (PARENT TASK FORCE)
✓5-formal meetins open to the entire community
✓6-informal meetings with community groups
✓7-other (specify) (RETURN OF BROCHURES DISTRIBUTED BY PARENTS)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,4,7

no-no mention of school seeking to be informed about community
✓1-meetings open to the entire community conducted in both languages
✓2-community representatives to the school
3-bilingual questionnaire sent to the home
✓4-home visits by school personnel
✓5-other (specify) 7 (PARENTAL REQUESTS FOR SPECIAL CULTURAL PROGRAMS)
0-method not specified

24.6 The school is open to the community through: 24.6 2 4

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
✓2-providing adult education courses
✓3-other (specify) 4 (CLASSROOM VISITATIONS, PARENT TASK FORCE, INVOLVEMENT IN SCHOOL ACTIVITIES, AIDES.)

6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4,5,6,

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups (PARENT TASK FORCE)
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) (RETURN OF BROCHURES DISTRIBUTED BY PARENTS)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,4,7

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) 7 (PARENTAL REQUESTS FOR SPECIAL CULTURAL PROGRAMS)
0-method not specified

24.6 The school is open to the community through: 24.6 2 4

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify) 4 (CLASSROOM VISITATIONS, PARENT TASK FORCE, INVOLVEMENT IN SCHOOL ACTIVITIES, AIDES.)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,4,6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 1,2,3

(1) Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

(2) Project mentions other schools in the local educational system have started bilingual programs

(3) Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

4-no- no mention

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
(1) published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2

0-not mentioned
no-never
1-once or twice during the year
(2) more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 1

0-not mentioned
no-never
(1) once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
(2) A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4,6,8.
1-Pre-tests have been given to project group or sample
(2) " will be " "
3-Post-tests have been given to project group or sample
(4) " will be " "
5-Pre-tests have been given to comparison group
(6) " will be " "
7-Post-tests have been given to comparison group
(8) " will be " "

See Evaluation described in attached section
From Continuation 1970-71
listing Product and Process Objectives for K-Grade 4

KINDERGARTEN INSTRUCTIONAL MODIFICATION
FOR THE YEAR 1970-71

Noting that school populations differ widely and acceptable performance should correspond with student abilities, the seven Kindergarten teachers decided to revise the instructional program slightly to make it more relevant to the local situation. Working on their own time without pay they have written some guidelines for classroom teaching strategies and behavioral objectives which will help them to establish the levels of achievement of each student and those which may need remedial instruction to establish the prerequisite learning. They will attempt to first establish a positive relationship with the child and then to expand and interrelate his world with the world around him.

Feeling that the present program was too structured and not as relevant to this area and this age student as it could be, the teachers wanted a program that is more flexible and geared more to the unique needs of these bilingual schools in Stockton. Following are some of the modifications:

1. To select only those portions of the current year's program that proved beneficial; i.e., eliminating of chapter six in the self concept unit, are more relevant and have the best chance of providing success for the child, i.e., reserving chapter on addresses to last on self concept unit. Behavioral objectives for the various areas will appear on separate component sheets.

2. Teach prescribed units in the general subject areas and within those subject limits, create and develop units of study drawing from the teacher's own teaching experience or the district prescribed curriculum, for example, the teaching of colors or shapes in a small group or individualized way and by the use of common objects other than two-dimensional shapes. Shapes are also taught in the Title I Kindergarten math program so teachers feel that children's toys, the "child's world", be brought in here for less boredom and yet achievement of same objectives.

3. To spend more of the time leading up towards an experience-based curriculum. Field trips, local industries, and cultural realia will be shown first and talked about afterwards. After a visit to a tortilla factory or chinese noodle factory words had a base for reality. Oral language experiences will not be diminished but will be presented concurrently throughout the day and not necessarily in a formal grouping of all the class. The formal language practice grouping may be limited to once or twice a day only and a few minor changes in the vocabulary of the language patterns will be made.

Continuation

Kdg. Instruc... (continued)

4. That the child knows where he is, where he is going, and where he has been. His learning should be done in small logical steps from the very easy to the more complicated. Review of previously taught materials should be frequent. Because the steps will be small and easy to learn, he will receive positive reinforcement because of his successes and his self-concept will grow from a continuous progression rather than a continuous failure. Teachers will make written comments at the end of each lesson as to its success, possible improvements, or changes needed.

5. Units should start with the present as a starting point--studies of the neighborhood, etc.

6. From a completely academic curriculum (knowing) to one of more social participation (doing). The developing of a class, library, etc., focussing on classroom needs to enhance their positive self concept for participation in a democratic society.

7. Emphasis on reality in self-concept--teacher helping the child to understand how his behavior and experience are culturally induced rather than biologically determined. Teaching ideas germane to the learner's experience.

8. Specifically, the Kindergarten teachers will teach, in addition to the Ott program in Science, life cycles of insects, i.e., cocoons, hybernating of animals, food gathering, winter preparations of both animals and man in the fall and plants and weather in the spring. Behavioral objectives will be written for these additional activities during the summer.

9. Testing and self-analysis schedule will be made consistent and known to the teachers for the whole year. Kindergarten testing will not be given to more than 5 to 6 students at a time, (Only the approach will change here) for better test administration. The teacher will provide many experiences for the children in the using of their full senses in this unit with the use of much oral language practice for reinforcement.

10. Books for parents to take home and read to the children will be made available.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL Kdg. D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Much oral language skill using the content of science to develop readiness skills concomitantly with skills development in language. The program will allow the students to observe, recognize, describe, and organize familiar things.

F. PERFORMANCE OBJECTIVES:

1. Presented with the two-dimensional shapes, a circle, triangle, square, rectangle, and ellipse, the student will be able to name them correctly as listed on a checksheet.

2. Given objects of 10 different colors, the student will be able to say the names of colors correctly 8 out of the 10 as recorded on a checklist.

3. Given many concrete, tangible items such as: turtles, wheels, blocks, marbles, etc., the student will show the similarities between these objects and the two-dimensional shapes as listed on a checklist.

4. After lessons on size with some of their own toys or fruits, the students will be able to group items of like sizes into their proper categories with 60% accuracy as seen on a checklist.

5. Given 4 jumbled groups of pictures of shapes the student will be able to discriminate their size and place them in the same size groups and be able to say: "These are the same and these are different," 3 out of 4 times as recorded on a checklist.

6. Given many items of different colors, textures, or sizes, the student will be able to divide them according to one characteristic into different groups as determined by the student, however, he will be consistent in whatever basis; i.e., color he uses as checked by the teacher.

7. After lessons on the components of shapes, the student will be able to form the called for shape by arranging the proper components in order with 60% accuracy as recorded on a checklist.

8. After discussions with the children about how we can make different things with shapes like houses, etc., the student will, when given several shapes, construct an animal or house from these shapes on the feltboard with noticeable accuracy as checked on a checklist.

9. Given paint and brush, the student will be able to paint scenes containing shapes, i.e., balls, wheels, etc., on a large newsprint showing his grasp of the concept of the relationships of shapes to environment as recorded on a checksheet.

P R O C E S S

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL Kdg.

E. PROGRAM OBJECTIVES: The utilization of much oral language skill teaching by the teachers and program materials using the content of science to develop readiness skills concomitantly with skills development in language. The program will allow the students to observe, recognize, describe, and organize familiar things.

F. PERFORMANCE OBJECTIVES:

1. Given the Ott materials and training, the teacher will instruct the children in a total group situation twice during the three hours that they are at school and instruct them in individual or small groups during the rest of the time.

2. Confronted with local language variations or situations, the teachers in the Kindergarten program at the bilingual schools will, after consultation with their total group, make some vocabulary adjustments in their lessons, however, not in so doing delete the concept or the language drill.

3. Teaching science will include spontaneous science activities possibly initiated by the children's natural curiosity and from media stimuli or the teachers own ways of teaching to arrive at the same behavioral goals.

4. The teachers program will contain many ideas and aids to provide many opportunities for the children to observe, recognize, describe, and organize familiar things.

5. Audio tapes developed by program personnel will be used for students who may need extra or remedial help in oral language exercises.

Behavioral Objectives in the Affective Domain of Science

1. During science period lessons, the student will ask questions and often add his own personal comment. Teacher may note the number of times on a student's personal record.

2. After lessons on live animals, fish, shells, or items that he has brought from home, the student will offer during his spare time to clean or feed the animals in the cages or aquarium, etc. Teacher may note the number of such offers or activities on the student's personal record.

3. When provided with a choice of extracurricular choices, the student will spend most of his time playing with the science models, equipment, etc.

4. During repetition of modeling of concepts in science, the student will respond with enthusiasm and will seem satisfied when he answers correctly.

E. PROGRAM OBJECTIVES: The utilization of much oral language skill teaching by the teachers and program materials using the content of science to develop readiness skills concomitantly with skills development in language. The program will allow the students to observe, recognize, describe, and organize familiar things.

F. PERFORMANCE OBJECTIVES:

1. Given the Ott materials and training, the teacher will instruct the children in a total group situation twice during the three hours that they are at school and instruct them in individual or small groups during the rest of the time.

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3. Teaching science will include spontaneous science activities possibly initiated by the children's natural curiosity and from media stimuli or the teachers own ways of teaching to arrive at the same behavioral goals.

4. The teachers program will contain many ideas and aids to provide many opportunities for the children to observe, recognize, describe, and organize familiar things.

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Behavioral Objectives in the Affective Domain of Science

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3. When provided with a choice of extracurricular choices, the student will spend most of his time playing with the science models, equipment, etc.

4. During repetition of modeling of concepts in science, the student will respond with enthusiasm and will seem satisfied when he answers correctly.

5. During open houses or parent visitations of classroom activities, the student will explain to his parents what some of the items are, etc. in either Spanish or English.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL Kdg. D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Same as English.

F. PERFORMANCE OBJECTIVES: Same procedures as in English except it is taught by Spanish-speaking aides in 70% of the classrooms.

P R O D U C T

A. COMPONENT NAME Reading Readiness B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL Kdg. D. NO. OF PARTICIPANTS 200

E. PROGRAM OBJECTIVES: As previously stated the District, Title I, and Title VII projects will cooperate and coordinate their reading programs. Starting on May 11th, program objectives and behavioral objectives will be rewritten by all three programs after more of the evaluations are in, therefore, the English reading component will not be included in this component. The Spanish reading readiness and reading program follows.

PROGRAM OBJECTIVES Spanish: At the Kindergarten level, the objectives will center on reading readiness more than any specific reading program. Many activities will be provided to establish a functional language background such as rhymes, songs, skits, and games which provide much oral language practice. Concrete experiences will be transcribed on experience charts and children will notice the utilization of symbols to represent sound.

F. PERFORMANCE OBJECTIVES:

1. Given a group of objects, the child can identify the one that is like another in the group.

2. Given a group of objects, the child can identify the one that is different from the others in the group.

3. Given an initial consonant sound, the child can identify from a group of objects the object whose name begins with that sound.

4. Given the name of a letter, the child can identify from a group of symbols the symbol for that letter.

5. Given the name of a letter, the child can identify from a group of objects the object whose name begins with that letter.

6. Given specific attribute, position, size, quantity, shape, the child can identify from a group of objects the one that has that attribute.

7. Given the name of a general class of objects, the child can identify from a group of objects, the one that belongs to the class named(nouns).

8. Given a singular or plural noun, the child can identify from a group of pictures the one that represents the number and gender of the pronoun used (pronouns).

9. Given an action verb, the child can identify from a group of pictures the one that represents the action described by the verb (verbs).

10. Given an adjective, the child can identify from a group of pictures the one that represents the characteristic or quality described by the adjective. (adjective)

11. Given a singular or plural noun, the child can identify from a group of pictures the one that represents the number of the noun used. (plural)

12. Given a preposition, the child can identify from a group of pictures the one that represents the relationship described by the prepostion used. (preposition)

13. Given verbal directions, the child can put his name on paper using a writing instrument and having no visual guide.

14. Shown geometric shapes the child will be able to reproduce them on paper using a writing instrument.

PROCESS

A. COMPONENT NAME Reading Readiness B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL Kdg. D. NO. OF COMPONENTS 200

E. PROGRAM OBJECTIVES: At the kindergarten level, the objectives will center on reading readiness more than any specific reading program. Many activities will be provided to establish a functional language background such as rhymes, songs, skits, and games which provide much oral language practice. Concrete experiences will be transcribed on experience charts and children will notice the utilization of symbols to represent sound.

F. PERFORMANCE OBJECTIVES:

1. The teacher will use prescribed textbooks or materials designed by district reading specialists both for readiness and reading activities.

2. The teacher or aide will use the Ott system of group and individual child involvement in their drill management procedures for language development.

3. Teachers will develop or use specialist prescribed methods for attaining these objectives whenever feasible.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL Kdg. D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Through this first unit in the Social Studies, the objectives are: (1) to develop a sense of personal identity, (2) to acquire experiences in a social context, and (3) to develop cognitive patterns--all important to successful academic learning.

F. PERFORMANCE OBJECTIVES:

Identity

1. After lessons on looking at himself in a full length mirror and responding to models about himself, the student will be able to state his name clearly when asked, "Who are you?" and will also know the name of one of his classmates when asked, "Who is he?"

2. After lessons, developing a sense differentiation between sexes the student will be able to say, when asked, "Are you a boy?" "Yes, I am," or "No, I am not," or when asked, "Is she a girl?" He will answer, "Yes, she is," or "No, she's not."

3. After lessons on family members, the student will be able to name all the members in his immediate family and draw a representative picture of them.

4. After lessons on the school, room number, and classmates names, the student will be able to name all three correctly when asked by the teacher and draw a picture of the school.

5. After lessons on the home, the neighborhood in relation to the school, the student will be able to name the number, street, city, and state of his home. Minimum acceptable success will be naming 3 out of 4 of these items.

6. Given a set of crayolas representing only these colors of the physical characteristics and clothing of the children on that day, and given a black paper doll to color, he will color in the doll with 60% accuracy as to color of his hair, clothing, etc.

Activities in School

1. After several lessons on, What we do at school, the student will be able to name ten verbs of school activities, i.e., talk, draw, color, play, sing, count, march, salute the flag, cut paper.

2. After lessons on what individual children like to do of the above, the student individually or in a small group with similar likes, will be able to act out his preferred activities.

Sounds

1. After lessons on sounds in the classroom such as feet marching, hands clapping, music playing, singing, etc., the student will be able to close his eyes or look away and then identify the sound which the teacher makes.

2. Given pictures of farm animals or pets, the student will be able to name sounds that they make, i.e., bark, quack, etc.

3. Presented with sounds made by the teacher or a tape of human sounds, such as craying, singing, etc., the student will be able to name the sound which he is hearing.

4. After lessons on animal sounds from a tape recorder, the student will be able to identify the actual sound by naming the animal that actually makes the sound.

5. After hearing a tape on sounds in nature, the student will be able to identify sounds like the sound of rain, a river, the surf, thundering, etc. They will be able to interpret the message from certain sounds in nature, thunder - rain, etc.

6. Shown a chart showing pictures of children reading books, painting pictures, the student will be able to say which of the five senses are being used in each picture, figure reading book is using eyes, etc.

7. Presented with a table which contains something fragrant, spicy, pungent, and odorless, the student will be able to say, "I smell something fragrant like perfume," for all three odors.

8. Having tasted several items of food, some of which are salty, sour, or sweet, the student will be able to say, "This potato chip is salty," etc.

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL Kdg.

E. PROGRAM OBJECTIVES:

F. PERFORMANCE OBJECTIVES:

1. The teacher will use the program ideas' booklet developed in the project for developing interest in some self-concept activities.

2. Color photographs of each child will be taken by the teacher and prominently displayed for enjoyment by the children.

3. The student will have his voice taped by the teacher while talking, singing, or saying rhymes and will be allowed to hear it often during his spare time.

4. In the self-concept strategies, the teacher will start the management drill with the individual student as different from the other subject matter areas drill which start with the total group. After individual drill she will move to the total group, etc., for responses, and then back to the individual. This drill strategy will be recorded on video tape for teacher self-analysis.

5. An incentive or readiness lesson will be given before some lessons when necessary.

6. The following areas will be taught from the Ott Self-Concept Unit:

I. Level I - The Child And His World

1. Identity
2. Family
3. School
4. Home
5. Physical Characteristics

II. Level II - The Senses

1. Sounds- Classroom
2. Sounds - Physical
3. Sounds Vocal
4. Sounds - Animal
5. Sounds in Nature
6. Eyes - Sight
7. Touch
8. Smell
9. Odor and Taste

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL Kdg. D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Same as in English

F. PERFORMANCE OBJECTIVES: Procedures are identical as in English.

EVALUATION

Kindergarten

1. Behaviors to be measured

The behaviors to be measured are presented in the sections on performance objectives. Additional behaviors will be considered as developed by staff during project operation.

2. Instruments

The main measuring instrument will be a behavior checklist containing all of the behavioral objectives. This will be so constructed that data can be collected on mark sense cards.

Development

Development is straight forward. The internal evaluator and project director will make up the checklist.

Baseline data

The checklist will be completed by teachers at the beginning of the school year for each child. The internal evaluator will check for validity and reliability of administration.

3. Data Collection Procedures

Data will be collected on mark sense cards as indicating the meeting of behavioral objectives in the teacher's judgment. Random selection of students will be made by the internal evaluator for rating during the year. This will be done for the purpose of providing feedback to teachers on the dffectiveness of their methods.

4. Data Analysis techniques

The entire sample will be post tested at the end of the year. The difference between the number of behavioral objectives met at the beginning of the year and the number met at the end of the year will be used as the data for a dependent t test.

5. Reporting procedures

After each random sample of students is tested, the results will be returned to the teachers in a manner which will indicate the growth of the students. The final results will be reported in the final evaluation report as perscribed in the guidelines.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: The utilization of oral language development using the content of science, selected and organized to provide inductive approaches of the development of cognitive skills concomitantly with systematic skills development in language. Five scientific processes are presented in the 1st grade; they are: observing, using space/time, using numbers, measuring, classifying, and communicating.

F. PERFORMANCE OBJECTIVES:

I. Two-dimensional shapes

1. Presented with a set of 8 two-dimensional shapes used in the AAA Science A Process Approach materials, the student will be able to name correctly 6 out of 8 of each shape as to color, size, and shape.

2. Given a set of 20 shapes of different sizes the student will be able to separate them into their proper sized group; that is, the small ones will be placed in their group and the others in their own sized groups. Minimum success will be the correct classification of at least 3 out of 5 possible groups.

3. Given some common objects, i.e., a cup, glass, box, book, clock, bowl, toys which contain one of the five shapes: circle, square, triangle, ellipse, and rectangle, the student will be able to identify the two-dimensional shape where it appears on the object by circling it with his finger, thereby, applying the concept of shape to every day objects.

4. Given a chart with 20 two-dimensional shapes cut out of it, the student will be able to demonstrate his knowledge of spatial relationships by pointing correctly to 75% of the blank spaces in relationship to the shape when called out by the teacher.

5. Given some verbal commands such as the following: What size is this yellow circle? He will be able to differentiate color from size by saying, "It's large" or "small", etc., to 75% of the questions as asked by his teacher.

6. After lessons on the components of shapes, i.e., straight lines, curved lines, number of sides, etc., the student will be able to demonstrate the drawing of any 4 out of 5 named shapes with a ruler or compass by the construction of said shapes by component.

II. Three-Dimensional Shapes

1. Presented with models of the following three-dimensional forms: cube, rectangular prism, two prisms one with a triangular base and one with a square base (pyramids), a sphere, cone, and an ellipsoid, the student will be able to name each one correctly.

2. When given a set of these three-dimensional forms the student will be able to draw at least two common objects which have the shape of these forms and label them. Minimum success will be measured by at least one item completed for each form.

3. After a lesson on the common uses of these forms, the learner will be able to demonstrate their use by bringing or pointing out those forms present in the classroom and asking the rest of the class questions concerning the shape and its use. The teacher will accept as a minimum standard of performance the student's application of this knowledge as shown by his mentioning at least 75% of the previously studied items as being practical uses for these shapes.

4. Given two sets of shapes (a set of two-dimensional and a set of three-dimensional) the student will be able to relate the two-dimensional shape to the three-dimensional shape by placing it on the three-dimensional one in its proper place for 6 out of 8 shapes.

5. Presented with a set of pictures of one-, two-, and three-dimensional shapes the student will be able to state which ones have length, width, and thickness responding correctly to 6 out of 8 of the time in a game of 8 questions called. i.e., "I'm thinking of something which: is three dimensional and has six square surfaces", etc.

6. After several lessons on lines, segments, points, line segments, and angles, the student will be able to draw the location of his home in the neighborhood with 90% accuracy and point out the various lines, segments, and angles around it.

III. Change

1. Presented with five pictures of solids and five pictures of liquids, i.e., milk, salt, mercury, sand, etc., the student will be able to name them and put 9 of them in their proper category as listed on a checksheet based on behavioral objectives.

2. When given an ice cube or cube of butter to observe, the student will demonstrate his comprehension of the changes that occur when a solid turns into a liquid by being able to explain the changes, as he sees them, that have occurred in the properties of the solid and by suggesting a procedure for preventing the melting of ice or butter.

3. After a lesson on color changes by the mixing of various food colors, the student will be able, given three crayolas containing three primary colors, to mix 5 of out of six secondary colors.

4. Given a play automobile the student will be able to graphically demonstrate his knowledge of movement as being a type of change by driving the toy to various locations on a teacher made map depicting up, down, right, left, directions.

5. After hearing a number of varied sounds on individual chromatic resonator bells the child will be able to compare the various tones and identify the sounds as changing from louder to softer, higher to lower, and be able to mark them with 95% accuracy on a sound chart.

6. Given a set of various textured items the student will be able to analyze the difference in their textures and match 75% of them with those which have similar textures. For example, the velvet cloth will be placed near the lamb's wool, and so on.

IV. Sets and Their Members

1. Presented with a pair of equivalent sets containing the same number of objects, the student will be able to pair each object from the first set with a corresponding set from the other set.

2. Given a sheet with four columns of squares and circles numbered 1, 2, 3, 4, 5, 6, etc., the student will be able to match them in one to one correspondence by drawing them together and numbering them with the same number.

3. Provided a varied collection of shapes of different sizes, shapes, and colors the student will construct different sets and identify the properties of the members in each set as his reason for classifying them as a set and be able to do this with 75% accuracy on a teacher's checklist. i.e.,"All the members of this set are large."

4. Given four sets of 12 identical drinking straws, the straws of each set at least 5 mm. different in length from those in the other sets, the student will be able to match the straws of the same size of his pre-selected straw by measuring with a tool of his own choosing, finger, ruler, etc., and match at least 10 out of 12 correctly.

5. After a lesson on weight of objects, the student will be able to classify a series of objects as to heavy, heavier than, light and lighter than and write down their correct weights after weighing them.

P R O C E S S

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 1st

E. PROGRAM OBJECTIVES: The utilization of oral language development using the content of science, selected and organized to provide inductive approaches of the development of cognitive skills concomitantly with systematic skills development in language. Five scientific processes are presented in the 1st grade; they are: observing, using space/time, using numbers, measuring, classifying, and communicating.

F. PERFORMANCE OBJECTIVES:

The process objectives of the program will be accomplished thrcugh the use of the Ott teaching strategies in an oral language development program consisting of many direct conceptual experiences especially in the "culture fair" area of the Triple A Science, A Process Approach materials as follows:

1. During the part of the day devoted to the English language and culture the teacher will speak only standard English and will not mix the two languages nor will she teach the same lesson in English immediately following the Spanish lesson. Teacher behavior will be assessed by the bilingual supervisor and director observing and listening to classroom activities during daily visits and also through planned video tape recordings and by a subcommittee of the community advisory council which will make monthly visits to the classes.

2. The classes will be made to look bilingual by the use of some bulletin boards in Spanish and some in English while cultural artifacts from various cultures will also be displayed.

   Cultural films, film strips, and slides will also be shown as supplemental and reinforcing materials. Photographs of children in each particular room will be prominently displayed as part of a self-concept building unit.

3. The teacher will use the Ott development science texts through the strategy of using hand signals, oral language exercises, conceptual development in science, and the Dr. Lowery Book of Science Activities. The teacher will teach in the following areas of 1st grade science:

I. <u>Two-Dimensional Shapes:</u>

1. Recognizing and Using Shapes - circle, square, and triangle
2. Recognizing and Using Shapes - rectangle and ellipse
3. Discrimination Among Shapes

Two-Dimensional Shapes (continued)

4. Shapes Into Groups
5. Generalizing the Concept of Shape
6. Discriminating Among Shapes by Size
7. Generalizing the Concept of Size
8. Introduction of Spatial Relationships
9. Differentiating Color from Shape
10. Applying the Concept of Shape to Objects
11. Components of Shapes
12. Components of Shapes - Unique Properties
13. Introduction of Analogical Relationships Among Shapes

II. Three-Dimensional Shapes

1. Identifying and Naming Three-Dimensional Shapes - cube, pyramid, and rectangular prism.
2. Identifying and Naming Three-Dimensional Shapes - sphere cone, cylinder, and ellipsoid
3. Differentiating Between Two- and Three-Dimensional Shapes
4. Applying the Concepts of Length, Width, and Thickness
5. Segments
6. Identifying Two-Dimensional Within Three-Dimensional Shapes
7. Defining One-, Two-, and Three-Dimensional Shapes
8. Unique Properties of One-, Two-, and Three-Dimensional Shapes
9. One-, Two-, and Three-Dimensional Components in Shapes
10. Analogical Relationships Between Two- and Three-Dimensional Shapes

III. Change

1. Identification of Solids and Liquids
2. Solid to Liquid
3. Color
4. Movement
5. Perception of Sound
6. Texture
7. Texture - Experiential Background
8. Texture - Comparative Relationships
9. Texture - Likenesses and Differences
10. Texture - Classification

IV. Sets and Their Members

1. Using Numbers
2. Learning and Applying the Term "Set"
3. Classifying Objects Into Sets
4. Measurement
5. Describing and Comparing Members of Sets
6. Developing Definitions for the Concept of Sets
7. Classifying Into Sets
8. Use of Brackets
9. Classifying Quantitatively
10. Numbers

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE

10. Applying the Concept of Shape to Objects
11. Components of Shapes
12. Components of Shapes - Unique Properties
13. Introduction of Analogical Relationships Among Shapes

II. Three-Dimensional Shapes

1. Identifying and Naming Three-Dimensional Shapes - cube, pyramid, and rectangular prism.
2. Identifying and Naming Three-Dimensional Shapes - sphere cone, cylinder, and ellipsoid
3. Differentiating Between Two- and Three-Dimensional Shapes
4. Applying the Concepts of Length, Width, and Thickness
5. Segments
6. Identifying Two-Dimensional Within Three-Dimensional Shapes
7. Defining One-, Two-, and Three-Dimensional Shapes
8. Unique Properties of One-, Two-, and Three-Dimensional Shapes
9. One-, Two-, and Three-Dimensional Components in Shapes
10. Analogical Relationships Between Two- and Three-Dimensional Shapes

III. Change

1. Identification of Solids and Liquids
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3. Classifying Objects Into Sets
4. Measurement
5. Describing and Comparing Members of Sets
6. Developing Definitions for the Concept of Sets
7. Classifying Into Sets
8. Use of Brackets
9. Classifying Quantitatively
10. Numbers

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

D. PROGRAM OBJECTIVES: Identical to English

F. PERFORMANCE OBJECTIVES:

Procedures, behavioral objectives and evaluation will be identical to the ones in English with the exception that they will be performed in Spanish.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: This social studies unit will provide effective learning built on conceptual development, provide the child with appropriate experiences with concrete models, realia, graphic illustrations, and the like, in the context of social interaction. Language learned will be appropriate to the maturation level of the child and that which is immediately useful to him in understanding others, expressing his own ideas, making thoughtful inquiries, and clarifying uncertainties. Topics covered will be: The Home, School, and Community.

F. PERFORMANCE OBJECTIVES:

1. When asked about his immediate family, the student will be able to name all the family members. Minimum acceptable success will be shown by a checklist and each student should score at least at a 60% level.

2. While on a walk around the neighborhood, the student will be able to name at least 20 out of 30 items of the physical surroundings pointed out by his teacher and marked on a checklist.

3. After lessons on other peoples, the student will be able to cite 3 out of 4 differences and likenesses from pictures provided him by the teacher and marked on a checklist.

4. After a lesson on several of Stockton's leading industries, and after seeing workers pictures, the student will be able to make a tentative choice as to what he would like to be when he grows up and minimal success will be achieved when he give at least two reasons for his choice, i.e., nice uniform, pay, etc.

5. Given a lesson on his dog and the law, the student will be able to name 2 out of 3 rules that apply to his dog as related to the law.

6. Shown some historic pictues of old Stockton, and after a simple history discussion on Stockton, the student will be able to bring some baby clothes that he wore and tell how he has changed. Minimal success will be recorded on a checklist if he names at least 3 changes out of 5 mentioned in a previous lesson by the teacher.

7. After a lesson on aesthetics, the student will be able to paint something representative of either art, music, dance, or any other human expression of his interest with at least 10% reality as judged by his teacher.

P R O C E S S

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: This social studies unit will provide effective learning, built on conceptual development, and is inductively approached and spirally presented, beginning with first order and proceeding therefrom; the limitations of the progression are determined only by the physical, emotional, and itellectual maturity of the child at any given time in his life span. The 35 topics of study included in this 1st grade Language Development Program will be taught as a conceptual base from which future learning can grow, thus the program will provide for growth in meaning and in the symbols expressing these.

F. PERFORMANCE OBJECTIVES:

1. Language practice will be given through the teaching in the Ott strategies from the following problems: (1) How do we live? (2) Where do we live? (3) What are we like? (4) How do we make a living? (5) How are we governed? (6) What have we done? (How do we express ourselves?)

2. A short one or two day review of the self concept unit should be given at the first of the year. Performance objectives are the same as the ones written for Kindergarten in this proposal

Performance Objectives in Affective Domain

1. After a neighborhood walk, the student will seem excited and happy while relating his personal experiences to his friends.

2. Given art media to develop some project, the student will report progress of the work to the teacher or peer and seem enthused about it.

3. During lessons, the student will listen with good attention and will be able to follow directions given by the teacher with a 60% accomplishment of task given to do.

4. Obeys rules at school and while traveling to and from school respects private and public property.

5. The student will show enthusiasm and will willingly participate in any cultural program. i.e., dancing, singing, etc., especially on holidays.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Same as in English.

F. PERFORMANCE OBJECTIVES:

The Spanish portion of this unit will [illegible]

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: This social studies unit will provide effective learning, built on conceptual development, and is inductively approached and spirally presented, beginning with first order and proceeding therefrom; the limitations of the progression are determined only by the physical, emotional, and itellectual maturity of the child at any given time in his life span. The 35 topics of study included in this 1st grade Language Development Program will be taught as a conceptual base from which future learning can grow, thus the program will provide for growth in meaning and in the symbols expressing these.

F. PERFORMANCE OBJECTIVES:

1. Language practice will be given through the teaching in the Ott strategies from the following problems: (1) How do we live? (2) Where do we live? (3) What are we like? (4) How do we make a living? (5) How are we governed? (6) What have we done? (How do we express ourselves?)

2. A short one or two day review of the self concept unit should be given at the first of the year. Performance objectives are the same as the ones written for Kindergarten in this proposal

Performance Objectives in Affective Domain

1. After a neighborhood walk, the student will seem excited and happy while relating his personal experiences to his friends.

2. Given art media to develop some project, the student will report progress of the work to the teacher or peer and seem enthused about it.

3. During lessons, the student will listen with good attention and will be able to follow directions given by the teacher with a 60% accomplishment of task given to do.

4. Obeys rules at school and while traveling to and from school respects private and public property.

5. The student will show enthusiasm and will willingly participate in any cultural program. i.e., dancing, singing, etc., especially on holidays.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1st D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Same as in English.

F. PERFORMANCE OBJECTIVES:

The Spanish portion of this unit will be identical to the English although different ethnic representations by the teacher or teacher aides should be effected. Many cultural activities should spring up from this unit in several of the areas studied. The teacher has a chance to use real creativity and imagination here.

First Grade

1. Behaviors to be measured

Behaviors to be measured are stated in the performance objectives. In addition, performance on The Cooperative Primary Test, Form 12A Reading and Math will be available for both experimental and control schools for post test only comparisons.

2. Instruments

A behavior checklist of all performance objectives will serve as the basic measuring instrument.

Development

Development is straight forward. The internal evaluator and the project director will make up the checklist.

Baseline data

The checklist will be completed by all teachers in the experimental program at the beginning of the school year. Validity and reliability checks will be made by the internal evaluator. An attempt will be made to secure information on a random selection from appropriate control schools to allow for a more complete research design. In the experimental schools, a random subsample will be tested at designated intervals in order to provide the teachers with feedback as to the effectiveness of their methods. At the end of the school year, all students in the experimental programs will be post tested.

3. Data collection procedures

Data will be recorded on mark sense cards by the teachers. The Time schedule for making ratings is included in the overall time schedule. Cooperative Primary Tests are scored by the testing office.

4. Data Analysis techniques

The difference between the number of behavioral objectives met at the beginning of the year and the post test results will serve as the basis for; (1) a dependent t test for growth, and (2) analysis of variance for experimental and control groups.

5. Reporting procedures

Teachers will be given feedback on the results of tests on random samples during the year as these tests are given. Final analysis results will be written up as indicated in the Title VII guidelines.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 2nd D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: The utilization of oral language development using the content of science, selected and organized to provide inductive approaches of the development of cognitive skills concomitantly with systematic skills development in language. Five scientific processes are presented in the 2nd grade; they are: observing, using space/time, using numbers, measuring, classifying, and communicating.

F. PERFORMANCE OBJECTIVES:

Observing Living and Non-Living Things

1. Presented with six objects separately in baggies which the class has had experience with in the setting up of an aquarium, the student will properly name five out of six of the items on a checklist.

2. Given a toy turtle and a live turtle, the student will be able to answer correctly to 9 out of 10 questions on a checklist as to the differences between living and non-living objects.

3. After lessons on and given the necessary items for planning an environment, i.e., an aquarium, the class will follow correctly 10 out of 12 directions written on a teacher's checklist in composing and maintaining an aquarium for the school year.

4. After lessons on living and non-living objects and having observed the reproduction cycle of guppies in the tank, the student will infer as measured by a checklist that living things: (1) grow, (2) need food and air, (3) reproduce themselves.

Symmetry

1. After three lessons on symmetry of about two weeks duration, the student will be able to fold an ellipse into two sets of matching halves, the square, to show that he can fold the square into four sets of matching halves, the rectangle, to show that he can fold it into sets of matching halves, and given an isosceles and an equilateral triangle the student will fold only the equilateral triangle symmetrically as measured on a checklist.

2. After lessons and demonstrations with two-dimensional shapes on the meanings of the words: diagonal, horizontal, and vertical, the student will be able to construct a puzzle by cutting out symmetrical and non-symmetrical shapes and by first naming each cut of the completed puzzle as measured on a checklist.

3. Presented with an array of 10 common household objects; i.e., plates, picture frames, etc., the student will be able to infer correctly on a checklist whether or not they are symmetrical or not.

The Shapes of Animals

1. Presented with two-dimensional shapes of various sizes, the student will be able to construct representations of various animals by pasting these shapes in the appropriate positions. The student will be able to construct 5 out of 6 common animals studied as measured on a checklist.

2. Presented with five pictures of common animals, the student will be able to correctly infer what two-dimensional shapes the various parts of the animals' bodies appear to have and to state them in specific terms, i.e., "The elephant's legs look like long rectangles," and be correct 75% of the time.

3. When asked 10 questions like: "Where is the giraffe," "Do you see a shape like a cylinder?", the student will answer correctly to 9 out of 10 of the questions as recorded on an evaluation scale.

4. Given 6 animal models (owl, cow, giraffe, dinosaur, goat, elephant) and a wide frame, the student will sight and position the models exactly in determining the plane of symmetry.

Linear Measurements

1. After a lesson on measurement, given 4 unmarked sticks, the student will make comparisons of length by saying the terms almost as long as, more than, more than, smaller than, between two correctly for 3 out of 4 of the questions posed by the teacher and recorded on a checksheet.

2. Presented with a large box and a table, the student will compare whether or not the table and the box are the same height and width by using an unmarked measuring stick and being 75% accurate in whatever measurement he decided to use as recorded on a checklist.

Observation - Using Several of the Senses

1. Given the verbal command to smell, taste, etc., various items such as candy, etc., the student will be able to pick up the item and proceed to perform the act requested for all the senses.

2. Given popcorn, oil, and a popper, students will be able to identify one variable which will influence the proportion of kernels of popcorn that pop.

3. Given several 10 different tasting items, the student will be able to separate them into two groups: one of sour tasting items and one of sweeter tastes. In addition, they will be able to comment on the apparent shape, size, and color of each item.

Numbers and the Number Line

1. Given a number line whose center is designated by the point zero, the student will be able to number the points on both sides of the line with positive and negative numbers to 9.

2. Presented with a circular clocklike illustration with a spinner, depicting assorted negative and positive numbers and blanks in between, the student will be able to say the number that the spinner falls on or the number that would lay in between if the spinner falls on a blank space. He should answer correctly 16 times out of a possible 18 as measured by a checklist.

3. After a lesson on thermometers, hearing certain assorted temperatures announced by the teacher, the student will be able to show in which direction freezing or heated temperatures would make the mercury flow on a graph depicting the negative and positive numbers mentioned. He should be right on 8 out of 10 responses.

Linear Measurement Using Metric Units

1. Given a meter stick, the student will be able to identify the length of a centimeter, the decimeter and the meter on a line drawn on the blackboard by marking said points on the line and place the 3 points correctly every time.

2. Presented with measuring sticks of various sizes the student will choose the one most suitable for determining the length/width of an object. He will choose correctly for 4 out of 5 attempts on five different objects to be measured as shown on a checklist.

3. After lessons on measurement, the student will be able to determine the length of an object in terms of end to end measurement and to correlate and approximate measurement with the metric unit that was used for that measurement; i.e., The book is between 5 and 6 centimeters long.

4. After using the English and metric systems for the measurement of various objects, the student will be able to state one commonly accepted advantage of using the metric system.

Introduction to Graphing

1. Given three sets of blocks of different colors with 3-red, 2-green, and 5-blue, the student will be able to arrange them with each color in a column according to number of blocks stated and construct a graph from the final arrangement.

2. Given felt squares of different colors representing boys and girls, the student will be able to arrange them on the felt board to represent the number of boys and girls in the room.

3. When shown a prepared graph, the student will be able to point to the graph's base line, to show a grid of the graph and when asked the use of graphs to say that it holds information to be used at a later date.

4. Given graph paper, the student will be able to graph information given to him by the teacher and do it correctly with a 75% rate of accuracy.

Observing the Weather

1. Presented with a large class made calendar, the student will be able to record daily prevailing weather conditions on this calendar with the commonly understood system of signs. Out of 14 signs taught, the student will be able to record 12 of them correctly as measured by a checklist without having to notes.

2. Given a weather chart, the student will be able to make day to day weather comparisons by recording data on the chart as measured on a checklist.

3. Given a temperature chart and Celsius scale thermometers based on the metric system, the student will be able to record and interpret daily temperatures for a month with at least 75% accuracy as compared to local weather conditions.

4. Given three cans containing warm, cool, and body temperature water, the student will after testing each one by inserting his had into it be able to state one advantage of measuring the temperature with a thermometer.

Time Intervals

1. Shown a clock, the student will be able to tell time on several attempts as depicted on a teacher's checklist including recognizing of seconds, minutes, and hours, and do it correctly for 75% of the effort.

2. Given a time line showing progression of time, i.e., seconds, minutes, hours, days, etc., the student will be able to relate by placing a point on the line which represents his age, that the repeated sequential procession of time constitutes a unit of measure that can record his own age and historical events.

3. After lessons on periods of time, having all wall clocks in the classroom removed or covered, the student will be able to suggest at least one way by which to tell time, i.e., shadows, etc.

4. Shown a calendar, the student will be able to say the names of the days, weeks, and months and construct a simple time line showing the 12 months of the year and the intervals of days and weeks.

Making Comparisons Using A Balance

1. Given a balance the student will be able to compare the weights of two objects by lifting these objects first and then weighing them and using such terminology as heavier than or lighter than correctly in either instance as recorded on a checklist.

2. Given an equal arm balance, the student will demonstrate his ability to compare small objects by correctly determining the number of units needed to counter balance a weight placed on one side of the equal arm balance and do it correctly on 50% of the attempts that he makes.

3. After several lessons and having handled different objects on earth pull or gravity, the student will be able to apply his knowledge by being able to identify heavier or lighter objects by looking at them in an array on a table and answering 75% of the teacher's questions correctly without having to weigh the objects as measured on a tacher's checklist.

Ordering Plane Figures by Area

1. Asked to describe in his own way his concept of its meaning, the student will be able to demonstrate it by drawing or telling correctly what it is.

2. Given graphic representations of a rectangle, square, circle, ellipse, and triangle, the student will be able to state and demonstrate the area of shapes.

3. Given 6 groups of two-dimensional shapes, the student will be able to place them in order of smallest to largest on the basis of area, through visual comparisons, or by superimposing one upon the other and do it correctly 5 out of 6 times as recorded on a checklist.

Seeds and Seed Germination

1. After several lessons on seeds, the student will be able to state and show the various parts of the seed, i.e., embryo, seed coat, seed leaves, etc., and do it correctly on 3 out 4 responses.

2. Given a group of seeds, the student will after soaking them in water measure the increase in size and state that water has entered the seeds and caused them to swell.

3. The class after adequate discussion will show by a controlled experiment that whether or not a seed sprouts and how quickly it sprouts depends on the amount of water that is available to the seed.

4. After beginning the germination of seeds, the student will be able to draw a graph and to record their data about the growth of seeds in centimeters. They should be 75% accurate in their measurements as recorded on a checklist.

Describing Physical Changes

1. Given a lesson on physical changes, the student will be able

2. Given an equal arm balance, the student will demonstrate his ability to compare small objects by correctly determining the number of units needed to counter balance a weight placed on one side of the equal arm balance and do it correctly on 50% of the attempts that he makes.

3. After several lessons and having handled different objects on earth pull or gravity, the student will be able to apply his knowledge by being able to identify heavier or lighter objects by looking at them in an array on a table and answering 75% of the teacher's questions correctly without having to weigh the objects as measured on a tacher's checklist.

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1. Asked to describe in his own way his concept of its meaning, the student will be able to demonstrate it by drawing or telling correctly what it is.

2. Given graphic representations of a rectangle, square, circle, ellipse, and triangle, the student will be able to state and demonstrate the area of shapes.

3. Given 6 groups of two-dimensional shapes, the student will be able to place them in order of smallest to largest on the basis of area, through visual comparisons, or by superimposing one upon the other and do it correctly 5 out of 6 times as recorded on a checklist.

Seeds and Seed Germination

1. After several lessons on seeds, the student will be able to state and show the various parts of the seed, i.e., embryo, seed coat, seed leaves, etc., and do it correctly on 3 out 4 responses.

2. Given a group of seeds, the student will after soaking them in water measure the increase in size and state that water has entered the seeds and caused them to swell.

3. The class after adequate discussion will show by a controlled experiment that whether or not a seed sprouts and how quickly it sprouts depends on the amount of water that is available to the seed.

4. After beginning the germination of seeds, the student will be able to draw a graph and to record their data about the growth of seeds in centimeters. They should be 75% accurate in their measurements as recorded on a checklist.

Describing Physical Changes

1. Given a lesson on physical changes, the student will be able to state 2 out of 3 examples of changes which occur in different objects as measured on a checklist.

2. Presented with an expanding balloon, the student will be able to identify and name the changes using such properties as color, shape, sound, surface area, volume, and texture and name 5 out of the 6 named above as listed on a checksheet.

3. Presented with the expanding balloon, the student will be able to identify and name the properties which do not change while the other changes are occurring and will name at least 2 which do no change as listed on a checksheet.

PROCESS

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 2nd D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: The utilization of oral language development using the content of science, selected and organized to provide inductive approaches of the development of cognitive skills concomitantly with sytematic skills development in langauge. Five scientific process are presented in the 2nd grade; they are: observing, using space/time, using numbers, measuring, classifying, and communicating.

F. PERFORMANCE OBJECTIVES:

In stressing for language independence as the students advance in school, the structure models provided in the 2nd grade science text provide only minimum essentials in language development. The teacher should freely extend these concepts after she is certain that the structure models have been mastered.

Only to the extent that the child can apply correctly the concepts taught can the teacher determine whether or not this knowledge has passed his threshold of learning.

In the 2nd grade science program the teacher will still continue to use the program strategies in the following curriculum areas:

1.	Classifying	Observing Living and Non-Living Things
2.	Using Space/Time Relationships	Symmetry
3.	Using Space/Time Relationships	Shapes of Animals
4.	Measuring	Linear Measurements
5.	Observing	Observation, Using Several of the Senses
6.	Using Numbers	Numbers and the Number Line
7.	Observing	Observing The Weather
8.	Communicating	Identifying an Object
9.	Using Numbers	Number 0 through 99
10.	Using Numbers	Addition of Positive Numbers
11.	Measuring	Linear Measurement Using Metric Units
12.	Communicating	Introduction to Graphing
13.	Using Space/Time Relationships	Time Intervals
14.	Measuring	Comparisons Using a Balance
15.	Measuring	Ordering Plane Figures by Area
16.	Measuring	Seeds and Seed Germination
17.	Classifying	Variations in Objects of the Same Kind
18.	Communicating	Describing Physical Changes

EVALUATION

Grade Two

The evaluation of grade two is identical with that of grade one except for two factors. First, the Cooperative Primary Test Form 23A Reading and Math will be given. Second, baseline data on Form 12A of the same test is available from this year's post tests and will be used as covariates.

It should be noted, that where changes in program are made, additional evaluation will be necessary. Also, exploratory instruments in areas where measurement is scarce, such as social studies, will be tried out. The results of this exploration will be included in the final report.

EVALUATION

Grade Three

The evaluation of grade three is identical with that of grades one and two except that the Comprehensive Test of Basic Skills is used to determine performance for Reading and Math. Again baseline data is available, this time from the Cooperative Primary Test which can supply covariates.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 3rd D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: The utilization of oral language development using the content of science, selected and organized to provide inductive approaches of the development of cognitive skills concomitantly with systematic skills development in language. Five scientific processess are presented in the 3rd grade; they are: observing, using space/time, using numbers, measuring, classifying, and communicating.

F. PERFORMANCE OBJECTIVES:

Kind of Living Things in an Aquarium

1. Shown 10 sets of cards, each card having the name of one type of organism in the aquarium, the student will be able to name eight of them correctly on a checklist.

2. Presented with the same list of items, the student will be able to form 2 groups from them; one of non-living objects and one of living organisms and when questioned by the teacher about what these groups are he will answer that they are each called a "class."

3. Given the necessary materials for the composing of an aquarium, the students will be able to follow the teacher's directions fully in activating one for class study.

4. On charts listing characteristics of both living and non-living groups, i.e., plants or animales, the students, after having learned the meaning of the word classifying, will place check marks in the proper places 75% of the time signifying the individual characteristics for each living and non-living group.

Stages in Life Cycles

1. Shown several living objects, such as a caterpillar, a lizard, or an earthworm, the student will be able to pick one of the three and explain some of its characteristics. His performance should be at a 75% level of accuracy as checked on a checklist.

2. Given the above mentioned living organisms, the student will be able to discuss the cycles which they have passed through to arrive at their present state with a 75% level of accuracy on a daily record sheet.

3. Given a great number of living, non-living and dead objects on a table. the student will be able to describe the characteristics of one of the objects with 75% accuracy as recorded on audio tape without picking the item up so that one of his classmates can identify the object.

4. Given his own container containing brine shrimp eggs without his knowledge, the student will be able to keep a daily record of descriptions of changes in the water for four days and then describe the swimming larvae correctly as measured on a tape.

Telling Time

1. Presented with a clock, the student will be able to tell time to the nearest five minutes as measured on a checklist.

2. Presented with a clock, the student will be able to state the time orally from written time to the nearest five minutes as measured by a checklist.

3. Given the date of a certain event, the student will be able to state the number of days before or after this particular event with 75% accuracy as measured on a checklist.

4. Given a clock face, the student will be able to set the hands at the 5 minute, half-hour, quarter hour, and in-between intervals correctly 75% of the times that he tries as checked on a checklist.

Graphing Data

1. After a short review, the students will be able to state some of the terms about graphing which they had in the second year, such as, graph, grid, vertical and horizontal axes as measured on a checklist.

2. At the end of this exercise, the student should be able to number the units on the axes of a bar graph and name the axes correctly 3 out of 4 of the times as listed on a checklist.

3. Given a frequency distribution, the student will be able to construct a bar graph of 75% accuracy as measured on a daily achievement record.

4. Given a bar graph, the student will be able to state an interpretation of the bars and state comparisons in terms of greater than and less than with 75% accuracy as recorded on a tape.

5. After this unit, the student will be able to make 75% accurate predictions based on information obtained from a graph as recorded on an audio tape.

Surveying Opinion

1. Given a simple research project, the student will be able to demonstrate the method of collection and organization of simple data with 75% accuracy as listed on a checksheet.

2. Given a collection of data, the student will be able to construct a bar graph correctly representing this data with 75% accuracy as recorded by a checksheet.

3. Given a graph representing certain data, the student will be able to construct a prediction based on the examination of this data with 75% accuracy as listed on a checksheet.

Observing Animal Motion

1. Shown various forms of living organisms, i.e., frogs, earthworms, turtles, etc., the student will be able for 75% of the time correctly name the organism and describe their appendages for movement as recorded on a checklist.

2. Presented with 2 different moving organisms, a turtle and a worm, the student will be able to demonstrate the characteristic "push" of animals that walk or crawl by drawing a picture of the appendages and how they operate with 75% accuracy as recorded on a checksheet.

3. At the end of this exercise, the student will be able to identify various forms of animals locomotion and relate them to the various kind of animal appendages, i.e., shown a frog the student will be able to state correctly that a frog moves on land or water by the use of his muscles and by pushing against the environment.

Because of the newness of the program using true performance objectives and since the program is sequential in nature, and even though there remains a month of school after the submission of this continuation grant application, it is apparent because of the wealth of science concepts to be developed from the 1st and 2nd grade texts and because of daily checks by the project administrators, it is certain that some of these grade level concepts will have to be taught sequentially starting next year before starting on the 3rd grade levels.

Therefore, performance objectives for the ramaining science lessons in this unit will be developed later more carefully as performance is checked on the ones listed here during the first part of the year. The objectives will be developed to encompass the recommended areas that each objective should cover, namely, knowledge, comprehension, application, analysis, synthesis, and evaluation.

P R O C E S S - Identical to Second Grade

SPANISH - Identical to English.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL 3rd D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Program objectives are generally the same in all the grade levels except that the concepts are more advanced and more thoroughly studied in depth in the higher grades. Cognitive skills development is included at this grade level to help teachers understand and what children require intellectually.

F. PERFORMANCE OBJECTIVES:

1. After a thorough discussion about the president of the United States the student will be able to name the present president, know where he lives by showing it on a map, name some of the former presidents, and score 75% on a quiz prepared by the teacher as minimal degree of success.

2. After lessons on voting, elections, political campaigns, the student will be able to respond correctly and participate in a discussion on these matters as recorded on a checklist.

3. On a lesson about various Indian tribes in the U.S. and their geographical areas, the student will be able to compile a small booklet including 75% of this information as measured by the teacher's checklist.

4. After lessons on his heritage (lessons on all ethnic groups in class to be given here), the student will be able to examine himself from a picture of the total class and name at least 4 out of 5 reasons stating how he feels he is different from the rest and/or how he is alike. Minimal performance will be a 75% rating on a checklist.

5. Presented with various ornaments, from different countries and costumes, the student will be able to choose 3 out of 4 of the ones previcusly discussed and tell about each one briefly and write a short essay about them.

6. After lessons on the different kinds of communication, namely glancing, smiling, oral language, writing, radio, telephone, etc., the student will be able to organize and role play some of these forms with some of his schoolmates. Minimal success will be marked on a checklist as to how efficiently and quickly it was done.

7. After lessons on health and especially the care of the teeth, the student given a toothbrush and paste will demonstrate correctly how he should brush his teeth and will construct a personal chart by which to keep track of his daily tooth-care.

P R O C E S S

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE English

C. GRADE LEVEL 3rd D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: This social studies unit will provide effective learning, built on conceptual development, and is inductively approached and spirally presented, beginning with first order and proceeding therefrom; the limitations of the progression are determined only by the physical, emotional, and itellectual maturity of the child at any given time in his life span. The 35 topics of study included in this 1st grade Language Development Program will be taught as a conceptual base from which future learning can grow, thus the program will provide for growth in meaning and in the symbols expressing these.

F. PERFORMANCE OBJECTIVES:

1. Language practice will be given through the teaching in the Ott strategies from the following problems: (1) How do we live? (2) Where do we live? (3) What are we like? (4) How do we make a linving? (5) How are we governed? (6) What have we done? (How do we express ourselves?)

2. A short one or two day review of the self concept unit should be given at the first of the year. Performance objectives are the same as the ones written for Kindergarten in this proposal

Performance Objectives in Affective Domain.

1. During discussion on the social studies class, the student will ask questions about various human behaviors. The teacher may use a checklist to list the number of questions or their categories, i.e., "What do they do for living?", etc.

2. When presented with a choice of looking at pictures of various disciplines, the student will spend most of his time looking at pictures of people and their habitants, and costums.

3. When faced with group encounters, such as committee work or play on the playground, the student will show more tolerance as the year progresses. Performance standards will be checked by video tape recordings.

4. After discussions of holidays or "fiestas", the student will voluntarily look for and read cultural booklets provided by the project.

P R O D U C T

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL D. NO. OF PARTICIPANTS 210

E. PROGRAM OBJECTIVES: Same as in English

F. PERFORMANCE OBJECTIVES:

The Spanish portion of this unit will be identical to the English although different ethnic representations by the teacher or teacher aides should be effected. many cultural activities should spring up from this unit in several of the areas studied. The teacher has a chance to use real creativity and imagination here.

P R O D U C T

A. COMPONENT NAME Science B. DOMINANT LANGUAGE English

C. GRADE LEVEL 4th D. NO. OF PARTICIPANTS 45

E. PROGRAM OBJECTIVES: This program utilizes the content of science, selected and organized to provide inductive approaches for the development of cognitive skills concomitantly with systematic skills development in language.

F. PERFORMANCE OBJECTIVES:

Describing Location

1. After lessons on number pairs, the student will be able to name the ordered number pair that locates a position on a graph or grid with 75% accuracy as recorded on a checksheet.

2. After lessons on location of number pairs, the student will be able to identify a position of a number pair on a graph or a grid with 75% accuracy as recorded on a checksheet.

3. Given a set of coordinates, the student can from the proper plotting of the coordinates on a grid, reconstruct a figure. Minimal standard for success will be the exact figure called for done in five minutes with 90% accuracy as recorded by a checklist.

4. Ordered to compose a certain scientific apparatus such as a rocket, etc., on a grid, the student will be able to draw a grid and write down the proper coordinates for a classmate to be able to construct the apparatus required.

Trucks and Traces

1. Shown a woodland scene with 6 observable and distinct characteristics, the student will be able to make observations and name them, such as, "I see trees in the picture." For minimal success he should make 75% correct observations on a checklist.

2. Choosing one of the scenes, i.e., a hole under a tree, the student will infer something about what he has chosen and then using adequate pictures of animals' claws, feet, etc., he will prove that his inference was right with 75% accuracy as listed on a checklist.

Metersticks, Money, Decimals

1. Given the task of constructing a number line, the student will be able to construct it using decimal notations for tenths and be successful with 90% of his placing of the points.

2. Given fractional parts of a unit, the student will be able to identify and name these fractional parts and use decimal notation for tenths with minimal 75% success.

3. Given a dollar's worth of change, including all the possible coins, the student will be able to name all the coins and state what fractional part of the dollar they are, i.e., "What part of a dollar is a penny?" He should say, 'A penny is a on-hundredth of a dollar." Minimal success will be recorded if he is able to respond correctly to 4 out of 5 coins.

4. Given 10 problems of a practical nature having to do with money, the student will be able to solve 9 of them for minimum success and relate to the teacher his work done towards the solution.

5. Given a key, the student will be able to estimate and name distances on a map. His minimal level of success will be to find 4 out of 5 correctly.

6. Given a key, the student will be able to identify and name locations on a map. His minimal level of success will be to find 4 out of 5 correctly.

7. After a lesson on scale drawing, the student will be able to construct a map on a larger or smaller scale than the area or object the map represents. Minimal acceptable performance will be a 75% correctly constructed reproduction.

8. Given the speeds of 4 different types of cars, the student will be able to measure how far each car will go in 2 hours and do it with minimal success with 3 out of 5 of the answers.

9. Provided with a stop watch, the student will be able to measure in seconds how long it takes his school mate to hop 50 feet and do it with not less than 5 seconds as measured by his teacher on a checklist.

10. Given two jars of different sizes and a burning candle, the student will be able to construct predictions based on a series of observations that will reveal a pattern. Minimal success will be considered by any statement relative to the pattern he has discovered, i.e., 'The more fuel a fire has the longer it will burn." The statement should be 75% accurate.

Note: Because of the newness of the program using true performance objectives and since the program is sequential in nature, and even though there remains a month of school after the submission of this continuation grant application, it is apparent because of the wealth of science concepts to be developed from the 1st and 2nd grade texts and because of daily checks by the project administrators, it is certain that some of these grade level concepts will have to be taught sequentially starting next year before starting on the 4th grade level.

Therefore, performance objectives for the remaining science lessons in this unit will be developed later more carefully as performance is checked on the ones listed here during the first part of the year. The objectives will be developed to encompass the recommended areas that each objective should cover, namely: knowledge, comprehension, application, analysis synthesis, and evaluation.

P R O C E S S - Identical to Third Grade

SPANISH - Identical to English.

PRODUCT

A. COMPONENT NAME Soc. Studies B. DOMINANT LANGUAGE Spanish English

C. GRADE LEVEL 4th D. NO. OF PARTICIPANTS 45

Since there is a need for the writing of a social studies unit on the history of California (a state curriculum requirement), a writing team will work on its development for five weeks this summer. The same approach will be used in the writing as is being used at the other grade levels. Behavioral objectives will then be written in both the cognitive and affective domains, if no standardized tests are found to accurately measure what they develop, then they will also write an evaluative design for it. Dr. Coke Wood, chosen as Mr. California History, an honorary award from the state for outstanding work in the history of the state, will serve as consultant to the writing team. This work will be done both in Spanish and English.

EVALUATION

Grade Four

The evaluation for grade four will use this year's post tests as baseline information (covariates) for the Comprehensive Test of Basic Skills. All other aspects of the design, collection, analysis and reporting are identical. Exploratory measures allowing for multi-method analysis will be tried out.

P R O D U C T

A. COMPONENT NAME Reading B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1, 2, 3, 4 D. NO. OF PARTICIPANTS 200

E. PROGRAM OBJECTIVES: The program objectives will be to provide a frame work upon which reading skills are developed. Since the Spanish language is the second language to Latin as to clarity of structure and enunciation, reading abilities in this language will provide all students linguistic skills improvement, a knowledge of the structure of language, some notion of semantics, and a clearer understanding of the nature and phenomenon of language. In addition, learning to read in Spanish will develop the disciplinary values or habits of: sustained effort, sustained attention (memory is improved by this), and develops the faculty of logical reasoning, i.e., Concepts may be reinforced by the use of two vehicles of reasoning. The reading program will be the same for grade 1, 2, 3, and 4, however, higher achievement and broader coverage will be expected of the upper grade children

F. PERFORMANCE OBJECTIVES: (All Levels)

1. After walks or field trips where certain concepts are to be observed, the student will be able to participate in the construction of an experience chart on the observations which he made by responding to the teacher as she writes down the data. Minimal success will be recorded by a check-list as to number of responses.

2. Given some of the items seen on the walks or field trips and after using them on an experience chart, the student will be able to name them in Spanish.

3. After lessons on the Spanish alphabet, the student will be able to identify the sounds and the symbols for them. Minimal acceptable success will be the identifying of 60% of the sounds and letters provided by the teacher as to level of reading ability of her student.

4. Given several simple words, the student will be able to "read" the first initial consonant and do it correctly 60% of the time. This objective to hold for not only initial sounds but also for the median and final ones.

5. Given the vowels sounds and consonant sounds, the student will be able to list them in two different columns. Minimal success will be achieved when 60% of them are placed in their proper column.

6. After a lesson on syllabication, the student will be able to count the number of syllables in a word of one, two, or three syllables. Minimal performance should be to count correctly 3 out of 4 words given.

7. Given a lesson on diphthong, the student will be able to distinguish that a diphthong is a combination of two vowels.

8. Presented with short sentences to read, the student will show the ability to read and enunciate all the words correctly add explain what he reads.

9. After reading a short story, the student will be able to recognize and recall events of time and place in sequence with a 60% minimal standard of performance.

10. Given an assignment to prepare a particular topic of information, the student will be able to verify answers and opinions through reading and make a report on it. Minimal success be achieved by a 75% score on a rating scale.

PROCESS

A. COMPONENT NAME Reading B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1, 2, 3, 4 D. NO. OF PARTICIPANTS 200

E. PROGRAM OBJECTIVIS: The materials to be used are phonetic approach lessons prepared at the Southwest Education Laboratory in Austin, Texas. The method of teaching the phonology of a language and its structural analysis are found in a common objective to both and one supports the other. In this textbook the method of presenting the sounds of the alphabet, vocabulary, and language models have been selected from the oral language exercises and lessons that from the Ott materials used in the subject matter areas. Therefore, the reading program in Spanish reinforces the learning of concepts in the science and social studies curriculum.

The first part of this program, because the Spanish language is regularly a phonetic one and because the vowels are named after their sounds, consists of five lessons on the vowels, A, E, I, O, U. The student learns to recognize the sound of the letter and the symbol that stands for it without naming the letter differently. The program continues with four more parts, namely (2) beginning consonants, M, L, S, P, N, (3) syllabication, (4) diphthongs, (5) sounds and symbols of remaining consonants.

In summary, each lesson includes an introduction of the sound in Spanish, the hearing of the sound in familiar words, recognition of the sound and the symbol representing it, identifying the sound in Spanish with pictures, the showing of syllables to make words, and finally the reading of short stories. At the end of each lesson or unit the student is afforded reinforcing activities for evaluation of his progress.